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| **Year 8 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Short Stories: Dystopian World Literature** | Clear understanding of the concept of a short story | * Narrative structures * Character development * Stories as a reflection of or reaction to society * Comparison of texts * Tier two vocab around writers’ intent * Knowledge of dystopian features and characteristics of genre * Understanding of the writer’s creation of a character * Understanding the writer’s chosen methods about power and restriction | Do now  Story content grid  Vocab list  Independent learning tasks | Reading for meaning and understanding  Explicit vocabulary instruction  Sentence construction building on year 7: use of subordinating conjunctions | Extensive vocabulary  Cultural capital | MCQs, Component Based formative & Summative assessment |
|  | Writing a literary essay in response to texts | * Embedding structural features into sentences * Comparative sentences * Variety of sentence types and clauses * Tier 2 vocab around structural analysis e.g. establishes | Do now  Vocab list Sentence construction | Correct grammatical and sentence structures  Structuring whole texts | Accurate written expression | Component based formative and summative assessment |
|  | Narrative writing | * Using structural features to create effects e.g. cyclical * Understanding a range of narrative structures and methods * Understanding the features and concept of short stories * Using grammatical structures to create meaning | Interleaved Do Now  Vocab list | Extended writing skills  Narrative and structuring of ideas | Literacy skills | One final, drafted short narrative |
|  | Reading for pleasure | * Literacy lessons | Sparx Reader  GL Assessment  Cross-curricular texts | Reading comprehension | Reading skills  Oracy skills | Sparx Reader |
|  | Catholic social teaching | * Human dignity – the importance of freedom and decision making * Care for our common home – dystopian futures and post-apocalyptic worlds * Participation – advocating for self and others | | | | |
| **Year 8 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **War:**  **Masculinity and Expectations** | Understanding of war poetry through time | * Social and historical context: WW1 and WW2 propaganda, home front, masculinity and societal expectations * Understanding of poets’ ideas and intentions * Understanding of poetry as a response to society * Comparison of texts * Tier 2 vocab around the ideas of masculinity and societal pressures | Do Now  Poem grid  Vocab list | Explicit vocabulary instruction  Comparative reading | Mastery of vocabulary | MCQs, Component Based formative & summative exam |
|  | Understanding of a 20th century play | * Identifying writer’s ideas and intentions * Plot of the play * Understanding of play as intended for performance * Characters and how they represent society’s values and expectations * Key themes through the play * Tier 2 vocab around the ideas of masculinity and societal pressures | Do Now  Independent learning tasks  Character retrieval  Vocab list | Fluency and expressive reading skills | Written literacy  Cultural capital | MCQs, Component Based formative & summative exam |
|  | Comparative writing | * Identifying similarities and differences in ideas * Writing comparative sentences * Planning and sequencing comparative ideas across an essay | Interleaved Do Now  Sentence construction | Grammatically secure  Subordinating conjunctions to embed comparative skills | Writing skills  Vocabulary  Grammar | Component based formative and summative exam |
|  | Analysis of methods | * Identifying methods used by writers * Commenting on the effects of methods used by writers * Linking method analysis to big ideas and concepts of the texts | Method grid  Do now  Vocab list | Grammatically secure sentence writing | Analytical thinking and resilience | Component based formative assessment |
|  | Transactional writing | * Understand the different types of transactional writing * Understand the use of language and structure for audience * Understand the use of character and voice to present ideas * Understanding and using correct sentence construction | Do Now | Writing and structuring scripts  Oracy | Confident speakers able to express point of view | One scripted piece performed |
|  | Catholic social teaching | * Human dignity – all life is sacred, needless deaths during conflict * Care for our common home – conflict destroys natural earth as well as human lives * Solidarity – brotherhood and camaraderie | | | | |
| **Year 8 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| Macbeth: Gender | Understanding of a Shakespearean tragedy | * Understanding of tragic conventions: hamartia, narrative structure, tragic hero * Understanding of themes of gender, power, gender roles and corruption in the context of the play * Understanding of character and how they convey themes | Do Now  Vocab list  Plot line of the play/characters | Explicit vocabulary instruction | Mastering of vocabulary  Ambition for the future | MCQs, Component Based formative & summative exam |
|  | Analysis of methods | * Identifying methods used by writers * Commenting on the effects of methods used by writers * Linking method analysis to bid ideas and concepts of the texts | Method grid  Do now  Quote learning | Analytical thinking, inference |  | Component Based formative & summative assessment |
|  | Writing and performing a speech | * Understanding use of language to convey own viewpoint * Planning and structuring writing to persuade and argue * Understanding of persuasive features and use of rhetoric * Speaking confidently to persuade listeners of a point of view | Speech learning and performance | Writing and structuring arguments  Oracy | Analytical thinking  Confident speakers able to express a viewpoint | One speech performed with notes |
|  | Reading for pleasure | * Literacy lessons | Sparx Reader  Cross-curricular texts | Reading and inference  Cultural capital | Accurate reading skills |  |
|  | Catholic social teaching | * Solidarity – Macbeth as an example of selfishness and pride * Human dignity – destruction of others’ lives for own gain * The common good – looking beyond our own ambition and pride | | | | |